

The Structure of Forming Emotional Intelligence and Its Component Parts

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Abstract: The article examines the theoretical and structural foundations of emotional intelligence and the process of its formation. It analyses the historical development of the concept from the notions of social and multiple intelligence to the contemporary ability, mixed and trait models, which are systematised in a comparative table. Particular attention is paid to the internal structure of emotional intelligence and to its principal component parts – self-awareness, self-regulation, motivation, empathy and social skills – illustrated by structural schemes and diagrams, as well as to the four-branch model of perceiving, using, understanding and managing emotions. The author substantiates the staged structure and the pedagogical conditions through which emotional intelligence is purposefully formed in the educational process, and emphasises its role in the harmonious development of the personality.

Keywords: Emotional intelligence, structure, component parts, self-awareness, self-regulation, empathy, social skills, formation, personality development, education.

Introduction: In the conditions of rapid social, technological and cultural transformation, the success of a person is determined not only by the level of academic knowledge or by the so-called intelligence quotient (IQ), but increasingly by the ability to understand one's own emotional states and those of other people and to manage them constructively. This ability is denoted in modern psychology and pedagogy by the concept of "emotional intelligence". The study of emotional intelligence has acquired particular relevance because emotional competence underlies effective communication, productive cooperation, psychological well-being and the capacity for self-realisation of the individual.

Contemporary education sets the task not merely of transmitting a body of knowledge, but of forming a comprehensively developed, emotionally mature personality capable of self-regulation, empathy and responsible interaction with the surrounding world. In this regard, the clarification of the structure of

emotional intelligence and of the mechanism of its formation becomes a significant theoretical and practical problem. The aim of the present article is to reveal the structure of forming emotional intelligence and to characterise its principal component parts, relying on the leading conceptions developed in world psychological and pedagogical science.

The relevance of the chosen topic is determined by several circumstances. First, numerous empirical studies have demonstrated that the level of emotional intelligence correlates positively with academic achievement, professional success, the quality of interpersonal relationships and general psychological well-being. Second, the growth of stress and emotional tension in modern society heightens the need for the targeted development of emotional self-regulation skills. Third, the lack of a unified understanding of the structure of emotional intelligence makes it necessary to systematise the existing scientific approaches. The methodological basis of the article is constituted by the theoretical analysis, comparison and generalisation of

the scientific literature devoted to the problem of emotional intelligence.

1. The concept of emotional intelligence and its theoretical foundations

The idea that intellectual functioning is not limited to abstract-logical operations has a long history. As early as 1920 the American psychologist Edward Thorndike introduced the notion of “social intelligence”, understood as the ability to understand and manage people and to act wisely in human relationships. This idea was further developed within the theory of multiple intelligences proposed by Howard Gardner in 1983, in which interpersonal intelligence (the capacity to understand other people) and intrapersonal intelligence (the capacity to understand oneself) were singled out as independent forms of human ability.

The term “emotional intelligence” itself was introduced into scientific use in 1990 by the American researchers Peter Salovey and John Mayer. They defined emotional

intelligence as the ability to perceive emotions, to assimilate emotions in thinking, to understand emotional information and to regulate emotions in oneself and in others. The concept gained worldwide recognition after the publication in 1995 of the book by Daniel Goleman, “Emotional Intelligence: Why It Can Matter More Than IQ”, which substantiated the thesis that emotional competence may be no less important for success in life and professional activity than cognitive abilities. A further significant contribution was made by Reuven Bar-On, who proposed the model of emotional-social intelligence and developed the Emotional Quotient Inventory (EQ-i).

2. The main models of emotional intelligence

In modern science it is customary to distinguish three principal approaches, or models, to the understanding of emotional intelligence, each of which determines its own vision of the structure of this phenomenon. Their comparative characteristics are presented in Table 1.

Table 1. Comparative characteristics of the main models of emotional intelligence

Model	Authors / year	Essence of emotional intelligence	Way of measuring
Ability model	Salovey, Mayer, Caruso (1990)	A set of mental abilities for processing emotional information	Performance tests (MSCEIT)
Mixed model	Goleman (1995); Bar-On (1997)	A complex of cognitive abilities, traits, motives and social skills	Self-report and 360° (EQ-i)
Trait model	Petrides (2001)	A constellation of emotion-related self-perceptions and dispositions	Self-report questionnaires

Despite differences in interpretation, all the models agree on the fundamental point: emotional intelligence has a complex, multicomponent structure and is amenable to development and purposeful formation in the course of education and upbringing.

3. The structure of emotional intelligence and its component parts

The structure of emotional intelligence is most fully

revealed through the combination of two complementary classifications: the four-branch ability model of Mayer and Salovey and the five-component mixed model of Goleman. Together they describe both the internal mental mechanisms and the behavioural manifestations of emotional competence. The general structure of emotional intelligence, uniting the intrapersonal and interpersonal spheres, is shown in Figure 1.

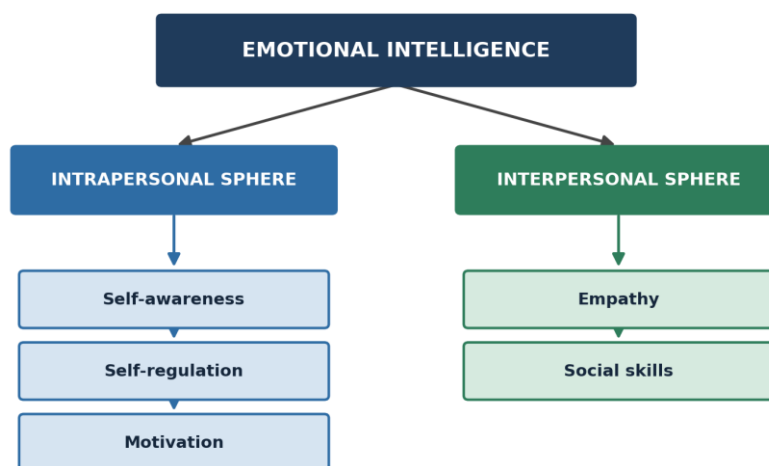


Figure 1. The structural scheme of emotional intelligence

3.1. The four-branch ability structure. According to Mayer and Salovey, emotional intelligence comprises four hierarchically organised groups of abilities (branches), which develop from the simplest to the most complex (Figure 2): perceiving emotions, using

emotions to facilitate thought, understanding emotions, and managing emotions. Each higher level is built upon the preceding one, so that the ability to manage emotions presupposes the ability to perceive, use and understand them.

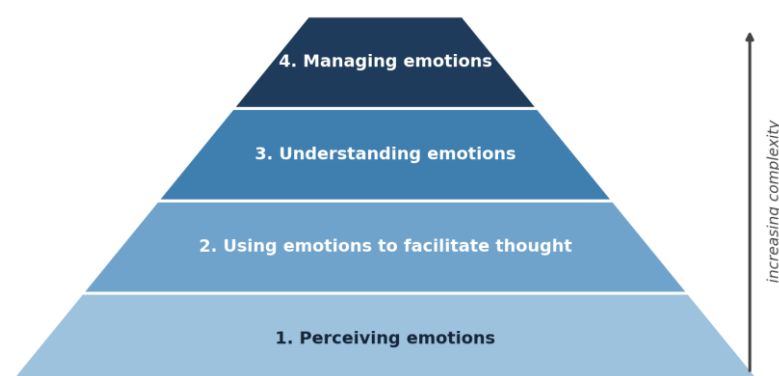


Figure 2. The four-branch hierarchical model of emotional abilities

3.2. The five-component structure of competencies. D. Goleman, developing the applied understanding of emotional intelligence, distinguished five interrelated

components, the first three of which characterise the personal (intrapersonal) sphere and the last two the social (interpersonal) sphere. Their content is summarised in Table 2.

Table 2. The five structural components of emotional intelligence (after D. Goleman)

Component	Brief definition	Behavioural manifestation	Sphere
Self-awareness	Recognising one's own emotions and their influence	Adequate self-assessment, self-confidence, understanding of moods	Intra-personal

Component	Brief definition	Behavioural manifestation	Sphere
Self-regulation	Controlling and directing impulses and moods	Self-control, adaptability, stress resistance	Intra-personal
Motivation	Inner aspiration towards goals	Initiative, optimism, commitment, persistence	Intra-personal
Empathy	Feeling and understanding others' emotions	Sensitivity, tolerance, support of others	Inter-personal
Social skills	Building and maintaining relationships	Communication, teamwork, conflict resolution, influence	Inter-personal

The proportional relationship of the five components within the integral structure of emotional intelligence,

distributed between the two spheres, is illustrated by the diagram in Figure 3.

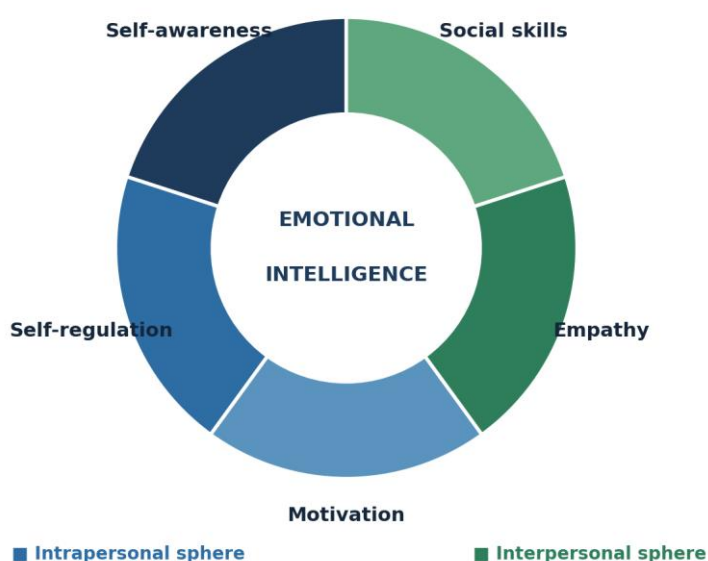


Figure 3. Diagram of the components of emotional intelligence by sphere

Thus, the structure of emotional intelligence forms an integral system in which intrapersonal components (self-awareness, self-regulation, motivation) and interpersonal components (empathy, social skills) are closely interconnected. The development of the lower, basic abilities creates the prerequisites for the formation of the higher ones, while a deficit in any of the components reduces the effectiveness of the whole system.

4. The structure of the process of forming emotional intelligence

The formation of emotional intelligence is a purposeful, systematic and staged pedagogical process directed at the development of all its structural components. Unlike the intelligence quotient, which is relatively stable, emotional intelligence is characterised by considerable plasticity and can be developed throughout life, especially in childhood and

adolescence. The structure of this process may be shown in Figure 4. represented as a sequence of five interrelated stages,



Figure 4. The staged structure of the process of forming emotional intelligence

The content and methods characteristic of each stage are presented in Table 3.

Table 3. Content of the stages of forming emotional intelligence

Stage	Name	Main content and methods
1	Diagnostic	Identifying the initial level of emotional intelligence by observation, questionnaires and tests
2	Motivational-value	Forming awareness of the importance of emotional competence and interest in self-knowledge
3	Cognitive	Assimilating knowledge about emotions and ways of recognising and regulating them
4	Operational-activity	Developing emotional skills through trainings, role plays, discussions and reflective exercises
5	Reflective-evaluative	Analysing results, consolidating skills and transferring them into real life and communication

The effectiveness of forming emotional intelligence is ensured by a number of pedagogical conditions: the creation of an emotionally favourable and psychologically safe educational environment; the personal example of the teacher as a carrier of high emotional culture; the use of interactive and practice-oriented methods of teaching; the systematic and consistent character of the work; and the unity of the influence of the educational institution, the family and the social environment. Of special importance is the

active, subject-oriented position of the learner, who must become not a passive object but an active participant in the development of his or her own emotional sphere.

5. The role of emotional intelligence in the development of the personality

The structural components of emotional intelligence do not exist in isolation; they fulfil important functions in the life and activity of the individual. A developed emotional intelligence performs an adaptive function,

helping a person to respond flexibly to the changing demands of the environment; a regulative function, ensuring control over one's own states; a communicative function, since the understanding of emotions and empathy constitute the basis of mutual understanding; and a value-orientation function, directing the activity of the personality towards socially significant goals.

In the educational sphere, learners with a high level of emotional competence cope better with examination stress, build constructive relationships with teachers and peers, display greater persistence in achieving goals and are less subject to anxiety and emotional burnout. For the future specialist, regardless of the field of professional activity, the developed components of emotional intelligence become an important factor of professional competence and career success. Therefore the purposeful formation of emotional intelligence should be regarded as an investment in the harmonious and many-sided development of the personality.

CONCLUSION

The conducted theoretical analysis allows the following conclusions to be drawn. Emotional intelligence is a complex, integral and multilevel psychological formation that ensures the perception, understanding, use and regulation of emotions in the interests of the effective activity and harmonious development of the personality. Its structure is most fully described by the combination of the four-branch ability model (perceiving, using, understanding and managing emotions) and the five-component model of competencies (self-awareness, self-regulation, motivation, empathy and social skills), which together unite the intrapersonal and interpersonal spheres.

The formation of emotional intelligence represents a purposeful, staged pedagogical process that includes diagnostic, motivational-value, cognitive, operational-activity and reflective-evaluative stages and is realised under definite pedagogical conditions. Since emotional intelligence possesses a high capacity for development, its purposeful formation should become an integral part of the modern educational process. The development of emotionally competent persons capable of self-knowledge, self-regulation, empathy and constructive interaction is one of the priority tasks

of education and a necessary condition for the successful socialisation and self-realisation of the rising generation.

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